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ABSTRACT

This handbook, prepared to assist librarians in planning summer reading programs for children, includes suggestions on the following: (1) establishing program goals, objectives, and activities; (2) supplies, resources, and materials needed for the program; (3) sample registration, evaluation, and volunteer recruitment forms; (4) types of publicity programs that can be used to develop community awareness; and (5) specific program activities including story hours, creative dramatics/dance, puppetry, games, book talks, and special events. A subject bibliography enumerating references on selection and utilization of children's literature, planning and publicizing library programs, planning audiovisual programs, storytelling and booktalking, creative dramatics and games, and arts and crafts is appended. (JPF)

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"COME TO CHIMERA!" 1978

A LIBRARIAN'S PLANNING HANDBOOK

by

Shirley Lukenbill
Anita Lesser

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Library Development Division
Texas State Library
Austin, Texas
1978

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Illustrated by Anita Lesser

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CHIMERA (ki-mir-a) n. 1. A fire-breathing monster represented with the head of a lion, the body of a goat, and the tail of a serpent 2. A creation of the imagination; an impossible and foolish fancy.

--The American Heritage Dictionary
of the English Language

PREFACE

"COME TO CHIMERA!" Through your library's summer program for children, you can extend the horizons of children in your community, stretching their imaginations and spirits in a journey to a land of enchantment. The realm of the imagination is boundless--and so is the theme for the 1978 Summer Reading Club! We invite you to explore Chimera with the children in your community, and when the journey is over, to share with us the program ideas you found most successful along the way.

This year's theme is one of fantasy. Fantasy adds new dimensions to the lives of children of all ages, taking them beyond the commonplace to new experiences, bringing them new ideas or a fresh perspective on the old. It takes full advantage of children's enviable ability to go without question from fact to fantasy, to suspend the rational and accept the irrational with ease in "pretend" play. They accept and enjoy talking animals, machines that think and feel, magic broomsticks, giants and dwarves, and many other fantastic objects and beings that they know do not exist in the world they see.

Fantasy literature nourishes young imaginations in a way no other literature can. It can be found in all kinds of narratives that incorporate magic and the supernatural--mythology, legends, hero and folk tales, and even poetry. Through the rich experiences of fiction and fabulation, we hope your summer reading program will treat the children in your community to a memorable visit to Chimera!

We have prepared this handbook to help you in planning activities that will enhance and enrich library services to all children in your area. Whether you are new to children's programming or an old pro, we hope that you will use the manual as a scheduling guide and as a springboard for ideas of your own.

You know your community best, so you will know best which activities will work in your library. Likewise, you alone can measure the success of your summer program. Please feel free to use the forms we've provided in this manual to plan and evaluate your program, or design your own. And let us know how your summer goes! We need to know what works and what doesn't, so that we can continue to improve our summer reading programs year after year!

SEE YOU IN CHIMERA!

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I

WHY A SUMMER READING CLUB?

We all recognize the importance of a child's reading skills to his discovery of himself and his world as well as to his success in school. And we all know that those encouraged to read as children continue to read as adults and to pass on their love of reading to their children.

Of the 2,327,929 children between the ages of 5 and 14 in Texas (U.S. Census of 1970), approximately 25 percent live in poverty. Youngsters such as these have even more critical needs in the area of reading development than do their more affluent peers. Their need to acquire life-coping skills is also greater, making this group a prime target for reading development programs.

One way libraries can attempt to meet reading needs of both groups of children in their communities is through summer reading programs. Typically, larger public libraries have had the staff and budget to support promotional and programming activities of such projects. Smaller libraries have not.

Through the Summer Reading Club, the Texas State Library hopes to reach as many of the state's children as possible. Librarians across Texas are encouraged to plan and carry out summer programs that will bring youngsters into the library and encourage them to see it as an exciting place to visit again and again. The State Library:

- prepares materials for use by public and institutional libraries to promote leisure reading by children not in school (posters, reading logs, bookmarks, certificates, and this year, a planning handbook); and

- encourages complementary activities by each library participating in the Summer Reading Club.

Flexibility is your key to a summer library program that is rewarding for the children of your community. Keep rules simple to provide for greater participation by all children. Consider the following as you prepare for your summer activities:

- Should you allow children to list books available to them from sources other than the library? If so, children could include on their logs books read from their personal collections, at grandmother's house, at camp, and so on.

- Should you include in your program types of media other than books? If so, you can give Reading Club credit for movies, viewmaster reels, recordings listened to at home, and other media experiences as well.

- Should you allow a child to list booksrread aloud by parents, etc.? This must be a consideration for any program that includes preschoolers.

- Should a child be able to list attendance at and participation in library activities during the summer? Consider placing on a child's log gold stars or other awards for participation in different activities. You can be sure he'll return for other activities--and more stars!

Consider the following options at registration:

- Should a child be able to register in the Summer Reading Club at any time during the summer? "Better late than never" is an appropriate maxim for our purposes; it is never too late for a child to discover the library.

- Should a child be allowed to begin or resume Summer Reading Club activities after a vacation? Should credit be given for vacation experiences?

There are no losers in the Summer Reading Club. All children who participate in the program should feel like "winners." After all, participation, not competition, is what counts. Remember--reading is a highly individualized skill, and as such, its rewards must be individualized, too. Cheering each child who shares with you the enjoyment of literature will provide the positive reinforcement necessary for any work with children.

Beyond the general guidelines in this manual, you're on your own. The materials you've ordered from the Texas State Library are yours to use to the best advantage of your library and the children it serves. The only constraints are the limits of your own imagination!

SETTING YOUR SIGHTS

To make any program work, you must know exactly what you hope to accomplish. Putting goals and objectives for your library's Summer Reading Club in writing now will make it much easier to evaluate your results at summer's end.

GOALS

First, set your goals. Be ambitious. Goals are like horizons: they may be difficult to attain or measure, as long as they reflect your vision of improvement and a belief in your own energy. For example, try to reach a significant part of your town's population that has eluded you in the past.

Example: Include in your program disadvantaged children and their parents.

Goals for my library's summer reading program:

_____

_____

_____

_____

OBJECTIVES

Objectives are next. They are the means by which you define large goals in terms of the measurable steps necessary for their attainment.

To reach the goal in our example, you might set the following objectives: 1) to convince two organizations representing the needs of the target population to use the library as a resource for their projects; 2) to increase by 10 percent over last year the enrollment of economically or socially disadvantaged children in your reading program; and 3) to increase by 10 percent the number of disadvantaged persons holding (and using) library cards.

Objectives for my library's summer reading program:

_____

_____

_____

_____

_____

_____

_____

_____

ACTION STEPS

Finally, make a list of "action steps" that you can take to meet your objectives. To do this, you must know your community. Your decisions about exhibits, special events, and recruitment of volunteers will be based upon your knowledge of the target community: its organizations (social, religious, education); its important neighborhood activities and issues; and the places where its people congregate.

Now for the action steps. To meet the third objective in our example, look first for people within the target population who have an obvious need for your library services; for example, the activity coordinator of a local youth group. These action steps follow logically from this contact:

1) Arrange library activities that can be worked into the coordinator's summer activities schedule (activities held in the library, or story hours held in the park).

2) Get names of parents and friends of the youth organization who might be willing to serve as volunteers for library activities.

3) Ask the coordinator to act as a liaison between the library and the organization or the sponsors that support it.

4) Use the organization and its methods of publicity to make continued contact with the target community.

Action steps for my library's summer program:

_____

_____

_____

_____

Action Steps-- *continued*

SURVEYING YOUR KINGDOM: YOUR LIBRARY'S RESOURCES

BUDGET

Check the budget. Gruesome as it sounds, it's a must. Only when you know exactly what you don't have to work with can you go out and get it! Make a list of organizations and businesses that are good prospects for donating money, advertising space, air time, printing, and other services.

SUPPLIES

Take inventory of your library's collection. Your children's collection may be small, but it's sure to contain many titles perfect for this year's Summer Reading Club! This year's materials from the Texas State Library include posters, reading logs, bookmarks, certificates, and this planning handbook. Keep a record of how many of each item you ordered this year, and how the materials are used, so you can more easily plan for next year's program.

Stock your supply closet, being sure to include a good first aid kit. Decide what supplies the library will provide, and what supplies volunteers and others in the community will provide. Solicit "beautiful junk" from members of the community. This project promises at least two bonuses: 1) children will see the value of recycling usable materials; and 2) by using recycled materials, the library will be able to have more, less expensive, programs of all kinds.

Volunteers and library staff will need to organize and store the "beautiful junk" collection periodically--otherwise, the task will turn into a monumental chore! Organizing might include such tasks as stacking open egg cartons inside one another, fastening them together with string or rubber bands, and storing them in boxes or storage rooms.

If you have access to films from your own collection, a library system, or other sources, make a list of several you'd like to use. In fact, make all kinds of lists: activities, special events, plays you'd like to try; bulletin board and exhibit themes; supplies you'll need for various projects; special skills you'll need to enrich your program; and PEOPLE, all sorts of people you can call on for assistance.

A CHECKLIST OF "BEAUTIFUL JUNK"

Styrofoam materials

- packing materials
- trays from meat market (washed)
- balls

Boxes, cans, other containers

- egg cartons
- shoe, oatmeal boxes
- large facial tissue boxes
- metal "band-aid" containers
- coffee, cocoa cans with lids
- margarine "tubs" with lids
- plastic medicine containers, labels removed
- plastic jugs

Old clothing

- shoes
- hats
- scarves
- evening dresses
- sleeves from old sweaters and knitted shirts (great for making glove puppets)
- handbags

Bits and pieces

- scraps of cloth and yarn
- ric rac and other trim
- thread spools
- buttons
- scraps of fake fur
- beads, sequins

Miscellaneous

- jar lids
- tops from spray cans
- computer cards
- computer paper
- scraps of leather
- popsicle sticks
- plastic or wooden spoons
- scraps of tile, linoleum
- pull tabs from soft drink cans
- paper plates
- shells
- feathers
- seeds, rice, beans, peas
- kite string

PEOPLE

Hold an awareness workshop for your library staff. Your program will run much more smoothly if everyone knows what is in store for the library--and for him--this summer!

Does your library have a Friends of the Library organization? Friends can do much to promote the success of your summer program. By volunteering time and talents for library activities, by donating money for film rental, and in many other ways, Friends can be a supportive voice for library programs and services in your community.

And even if you already have a Friends of the Library group to call upon for help, you should actively seek to build a strong volunteer library aide group. Staff your program with volunteers of all ages, shapes, sizes, and talents: young, old, rich, poor, physically disabled. Teenagers can raise the energy level of your library. Recruit them through the schools, local youth organizations, and in public service announcements on radio stations they listen to. Let handicapped persons know if there are jobs that can be handled by someone who is blind or deaf. Check with RSVP (Retired Senior Volunteers Program) and other senior citizens' groups, and talk to civic organizations about your summer program and your need for volunteers. List the Summer Reading Club in the local newspaper's "Volunteers Can Help" column.

Be specific as to skills you seek--the more explicit you are, the better the results will be. And maintain an up-to-date address file for resource persons whose talents or skills might form the nucleus of a workshop, lecture series, etc.

Use volunteer assistants for anything and everything: let them lead book/film discussion groups, tell stories, shelve books, help with art activities, and prepare for other special events. Find out what their talents are and put them to good use!

(A sample volunteer recruitment form is included in this manual. To use it as a flyer, duplicate the form onto 8½" by 11" paper. List on the back skills you're looking for this year, and the name of the person to contact at your library.)

Conduct an orientation session for volunteers to acquaint them with your staff, the program and your library. Ask for their ideas. Give them a party at the end of the summer. They'll have earned it!

PLANNING CALENDAR

Create a timeline, making a list of activities, exhibits, and other publicity you will use for your summer library program. After you have evaluated the resources available to you, decide which activities will receive the greatest emphasis.

Check for conflicts with other summer activities being planned in your community. Find out deadlines for submitting publicity to the local media, and set dates for printing and ordering supplies.

Set dates and times for important Reading Club activities: opening and closing dates for the program; volunteer recruitment and orientation; registration; closing ceremony or celebration. Schedule story hours, family nights, speakers, field trips, exhibits. Clear dates with the volunteers who are helping with your program. Be as specific as possible as early as possible.

Enter everything you plan on your calendar. Post it where library staff and volunteer assistants will see it and don't schedule ANYTHING without checking the calendar first!

PUBLICITY FILE

Maintain a publicity file. It can be as simple as a file pocket attached to your planning calendar, or as elaborate as you can manage. In it, keep copies of all notices and correspondence used to spread the word about your program to members of your community. If possible, document the effectiveness of your publicity efforts. Knowing what works in your community--and what doesn't--can save you a lot of planning time next year.

RECORD-KEEPING IN CHIMERA

To make your reporting of Reading Club statistics at summer's end a little easier, keep a running count of participation in your library's program. To do this, you might want to number the reading logs as soon as you receive them from the State Library. Set up a loose-leaf notebook and, as you issue each reading log, record beside the appropriate log number the child's name, school, and grade.

Or, if you use registration forms, number them and keep the cards on file in numerical order. Regardless of the method you use, you'll have a ready count of how many children have registered and be prepared to enroll more participants throughout the summer. Certificates unclaimed at the end of the summer can be distributed through the schools.

IDEA/RESOURCE FILE

Update your idea/resource file. Be sure to note if a game or activity generates new enthusiasm--and to cull from the file those that fall flat. Use this file to record skills and special contributions of your staff and volunteers as you go along--you'll need these resource people again!

FORMS

We have included in this handbook several forms you may find helpful in keeping a record of activities at your library this summer. Please use them, or design your own method of keeping these records. Forms appearing in the next few pages are:

- sample volunteer recruitment form
- sample registration form
- Texas Summer Reading Club Evaluation

The evaluation form will let you know what questions you will be asked by the State Library at the end of the summer. The form in this handbook is strictly for your use, as an identical evaluation form will be mailed to you in August.

SAMPLE VOLUNTEER RECRUITMENT FORM

"COME TO CHIMERA!"

This summer, Texas children will explore the world of fantasy in summer reading programs across the state. As they read and play in Chimera, they--and our library program--need your support.

We will welcome your assistance to make our summer program better than ever. Whether you can spin a yarn or help in another, behind-the-scenes way, we hope you'll support the library this summer!

Special skills and interests we're looking for this year are listed on the back of this sheet. However, if your expertise is in a field or subject not listed, that doesn't mean you're not needed. Let us hear from you anyway! So that we may call on you for the sort of assistance you feel best qualified to give, please complete the form below.

Name _____

Address _____

City _____ Zip _____

Telephone _____

Ways I can help with Summer Reading Club activities this summer:

_____

_____

_____

Times I am available (days and hours): _____

_____

I am unable to donate time, but will be happy to lend a hand by:

_____

_____

☐ I can help by collecting "beautiful junk" for art activities.

SAMPLE REGISTRATION FORM

I would like to "Come to Chimera!" by joining the 1978 Summer Reading Club.

_____
Name

_____ _____
Address Telephone

_____
School

I will be in grade _____ in September. My favorite books are:

_____

_____

_____

LOOKING BACK

1978 TEXAS SUMMER READING CLUB EVALUATION

_____ Library

_____ Address

_____ City

Person in charge of summer children's program:

_____ Name

_____ Position

_____ Date program began _____ Date program ended _____ No. weeks $_____ Reading Club Budget

PARTICIPATION.

____ No. of staff

____ No. of volunteers

____ No. children enrolled

____ No. children receiving certificates

Materials from Texas State Library (Quantity):

____ Posters

____ Reading Logs

____ Bookmarks

____ Certificates

Criteria for receiving certificates:

Did members of your community donate time, money, advertising space, etc., to your summer library program? Describe:

ACTIVITIES RECORD. Indicate types of activities conducted as part of your library's summer reading program:

____ Story hours

____ Creative dramatics

____ Book

____ Films

____ Games

____ Music

____ Other. Describe:_____

Describe any especially successful activities or special events:

PUBLICITY.

____ News releases ____ Radio ____ Visits to schools

____ Photographs/slides ____ TV ____ Via civic organizations

____ Flyers, handouts ____ Exhibits ____ Other. Describe:

Rate your library's publicity efforts:

____ very successful ____ moderately successful ____ ineffective

MATERIALS FROM THE TEXAS STATE LIBRARY.

What materials did you find most useful?

What materials did you find least useful?

What suggestions do you have for improving materials furnished by the Texas State Library?

Compare "Come to Chimera!" materials with previous years:

____ better ____ worse _____ same

Please list themes you'd like to see used in future summer programs:

Does your library plan to participate in the 1979 Summer Reading Club?

____ yes ____ no

OVERALL SUCCESS. List below objectives set at the beginning of the summer, and on the basis of these objectives, rate the success of your summer library program. (0 = complete bomb, 5 = shining success)

0 1 2 3 4 5 Objective 1:_____

_____

0 1 2 3 4 5 Objective 2:_____

_____

0 1 2 3 4 5 Objective 3:_____

_____

ADDITIONAL COMMENTS. *(Please attach separate sheet for general comments and rating of additional objectives.)*

5

PUBLICIZING YOUR PROGRAM

Once your plans are set, it's time to let people in the community know what is going to happen at the library this summer. Polished artwork is great, and a large promotion budget is even better; but all is in vain unless you communicate your commitment and enthusiasm to the target of your summer reading program--the children. Get them excited, and your best publicity, word-of-mouth, will just happen!

REACHING YOUR AUDIENCE

What to publicize

For starters, consider the following:

- special events, guest speakers, story hours
- unusual displays and activities
- books most popular with the children
- the number of children participating in the program
- activities for adults or other groups

Your target audience

As in planning the reading program itself, you must be aware of the various segments of your community's population. Schedule your publicity with the audience in mind (children, parents, civic leaders), and chances are good that they'll get your message. Relate your story to your audience and seek cooperation of the media professionals who reach that audience. Having determined what you can afford to spend on publicity efforts, plan how you can use the money (and donated time, free advertising, or exhibit space) most effectively. In effect, any contact the library has with the community it serves is publicity--good or bad. To make the most of your summer program, you should consider at least some of the publicity methods discussed in the next few pages. They are:

- advertising and direct mail
- bulletin boards and exhibits
- children's newsletter
- flyers
- photographs and slides
- posters, bookmarks, and tickets
- press releases
- public service announcements
- visits to schools

ADVERTISING AND DIRECT MAIL

This manual is not designed to help you mount a sophisticated advertising campaign. However, you should not discount all advertising. Consider placing ads in school newspapers or a local shoppers' weekly. Also, check into the possibilities for sharing advertising time with businesses in the community. They'll receive a tax deduction, and you'll receive a boost from the advertising. And remember that news stories are not advertising and vice versa--try to get your activities covered by the press as news items, rather than purchasing expensive advertising space.

Direct mail can be effective, but only if you have a mailing list that will reach your target audience. If you do decide to use direct mail to promote a special activity, try using 3" x 5" cards, printed or stamped with particulars of the event or exhibit you want to publicize.

BULLETIN BOARDS AND EXHIBITS

Bulletin boards are great in the children's room, but can also be used to attract newcomers to summer activities. Colorfully-decorated boards that carry a description of Reading Club activities and notices of special events can be placed in churches, Laundromats, supermarkets, recreation centers--even in the library! Be sure to update the materials regularly.

Plan exhibits that highlight various segments of your reading program. Circulate them outside the library for maximum exposure, placing them in banks and other places that permit exhibits in their lobbies. Rotate exhibits among several locations.

Share the wealth! Arrange to circulate exhibits (and special events, resource people, etc.) to other members of your library system. Your system coordinator will be happy to help arrange such a sharing of system resources. If your library is not a member of a library system, consider sharing resources with other libraries in your area. And don't forget that many elementary, middle, and junior high schools will be involved in summer school activities. These schools will probably be happy to house exhibits publicizing your library program.

CHILDREN'S NEWSLETTER

If you have sufficient staff or volunteer help, consider producing a children's newsletter during the summer. The newsletter can be a showcase for drawings, poems, and stories composed by Reading Club participants, and is certain to receive the enthusiastic support of parents. Both younger and older children can be involved in such a project--a good outlet for some youngsters who may have difficulty completing a long list of books.

For basic newsletter production see a high school journalism text, or talk to a journalism instructor. Perhaps teenaged volunteers can handle the printing or mimeographing chores for you, especially if a high school print shop is available to you. A one-page

newsletter, printed front and back, can double as an information sheet, and can be distributed in the same manner as flyers or handbills. Also, consider sending poems and artwork done by the children to a local newspaper, if it carries a column for children.

FLYERS

Composed in an 8½" x 11" format or smaller, flyers may be duplicated on a spirit duplicator, mimeographed, or offset printed. Arrange all the necessary information (name of library, program title, time, place, date) in a pleasing composition with plenty of "white space" left. Use white paper and black ink for lettering and illustrations, and when possible, use children's art to illustrate the flyers.

PHOTOGRAPHS AND SLIDES

Take photographs of exhibits and special events you arrange during the summer. Be sure to show participation and activity in your photographic documentation and to label each photograph. Keep a camera handy. Ask people with skill in photography (professionals, hobbyists, students) to help as volunteers, especially if photography is not your forte. Whatever you do, make sure that photographs used for publication are of high quality.

Use pictures:

- to illustrate newspaper articles (photographs can elevate an event at the library from "filler" to "news");
- for TV spots ("happenings" or events featuring local celebrities provide good copy for local newscasts); and
- to enliven bulletin boards and slide programs.

Prepare a slide show of this year's program. Be sure to show how you used volunteer assistance, and to demonstrate the enthusiasm of the children in the program. Throughout the year, slides can illustrate your library's seasonal activities and its services for children. Next year, the slide show can be helpful in training volunteers, and in gaining support of local organizations. A flexible and economical medium that is easy to update, slides can be used from year to year, and such shows lengthened, shortened, and individualized for any given audience.

POSTERS, BOOKMARKS AND TICKETS

Use posters and bookmarks provided by the Texas State Library or produce your own. Display posters <u>outside</u> the library. Put them in post offices, banks, schools, anywhere they can be seen by a large number of people. Bookmarks should be handed out freely, to adults as well as children. They can be your least expensive publicity material.

Consider preparing tickets for admission to special events at the library this summer. Even though admission is free, tickets used in this manner can make people feel they're attending a really special "event." They're easy to produce: if your library owns a card-master mimeograph, run them off on 3" x 5" cards; or use a 3" x 5" hand-stamp with replaceable letters and numbers. Or, cover an 8½" x 11" sheet of paper with sample tickets, have it photo-offset, then cut the tickets apart.

PRESS RELEASES

Press releases can be used to announce the beginning of your program and to invite attention to special events you schedule during the summer. Two releases for each major event are a good idea: one to announce the event, its whereabouts, and its content (about a week in advance of the event); and one to let everyone in town know what a marvelous time was had at the special program.

Hints for writing a news release:

- Use short words (never use words you wouldn't use in everyday conversation).
- Be brief.
- Give exact dates ("June 8," rather than "next Thursday").
- Never guess on dates, times, places, or names.
- Give address as well as name of the meeting place.
- Forget about adjectives (give the gist of the program's content, rather than calling it "exciting," etc.).
- Go over your finished draft, and cross out all adjectives and unnecessary words, such as "a," "an," and "the." An editor will provide descriptive words best suited to the style of his publication.
- Type your publicity, and keep a copy of every release you send out.

If you do not have the time or staff to prepare news releases for events you want to announce to the press, send a fact outline instead. Also, call the newspaper, and ask if they'll "cover" an event at the library.

SAMPLE FACT OUTLINE

Name:	Jane Karmon
Telephone:	472-2816
WHO:	Beckerville County Library
WHAT:	An Evening of "Magic & Music"
WHEN:	Friday, June 6, 1978 7:00 p.m.
WHERE:	Community Room Beckerville County Library 202 W. Main Smithton, Texas
DESCRIPTION:	Lester Krum, magician, to entertain participants in "Come to Chimera!" summer library program, their families and friends. Open house to follow. Refreshments. Everyone invited.

PUBLIC SERVICE ANNOUNCEMENTS

Take advantage of public service time on radio and television to announce summer library activities, and to recruit volunteers. If a radio station agrees to provide free air time, a 20-second spot radio announcement can generate a lot of community support in a short time. You may be surprised how much can be said in less than 20 seconds!

SAMPLE RADIO ANNOUNCEMENTS

This summer, children in the _____ Public Library's summer reading program will be exploring Chimera, a world of fantasy. Won't you join them as they read and play in Chimera? Registration begins _____(Date)_____ at _____(Time)_____. Come to the _____ Public Library, at _____(Address)_____, and spend the summer with your friends in Chimera!

This summer, children in the _____ Public Library's summer reading program will be exploring Chimera, a world of fantasy. As they read and play in Chimera, they--and the _____ Public Library--need your support. Whether you can spin a yarn or help in another, behind-the-scenes way, the library invites you to "Come to Chimera!" too. Drop by the library, _____(Address)_____, or call _____(Telephone)_____, and let them know how you can help this summer!

VISITS TO SCHOOLS

A good way to reach all youngsters and teens is through visits to schools in your community. Be sure to take posters, bookmarks, or flyers with you when you go. Many school systems require permission in advance of such a visit, so check with the principal and school librarian of each school before you visit. After your visit, keep in touch with the school librarians in your area.

EXPLORING CHIMERA: ACTIVITIES FOR YOUR PROGRAM

Fantasy is an integral part of all children's play, so your task of adapting activities to a "Come to Chimera!" theme shouldn't be too difficult. As a supplement to games and events you've already planned, this section provides our own adaptations of several familiar activities. We've purposely kept them simple, so that they can be easily attempted in a limited space and within a limited budget. Activities are grouped into several broad categories: story hours; creative dramatics; games; book talks; multi-media magic; and special events. Arts and crafts activities are included in each of these categories.

We hope you will add diversity to your program, combining activities whenever possible. The delight on children's faces will make all your extra effort worthwhile. We know you'll come up with terrific activities for your reading program--and we look forward to hearing from you at summer's end!

STORY HOURS

Story hours have long been a part of library programming for children, but this summer you might consider extending the story hour concept. Try starting a "story on demand" service, in which patrons can request a story hour for a special group of children, for birthday or other parties, or for youth organizations. Take story hours out of the library building, holding them in recreation centers, playgrounds and parks, or at summer camps. Anyone who enjoys working with children can learn basic storytelling techniques and quickly develop a repertoire of stories children love to hear. Supplement and vary your story hours with creative dramatics, music, and anything else that comes to mind. Fairy tales, legends and myths are wonderful for storytelling--after all, swapping tall tales is what started it all! Older folk in the community will be able to contribute a lot as storytellers, and may be able to recount local legends, as well as read stories to the children.

CREATIVE DRAMATICS/DANCE

Young people have no difficulty "turning on" to creative dramatics, because role-playing and pretend-play are natural components of their development. As the leader, often all the librarian needs to do is suggest a theme and encourage the interpretations. The children will do the rest!

Role-playing, improvisation, pantomime, finger plays, creative movement, dance, dramatic songs and games are all components or types of creative dramatics, and all can be an effective part of your summer reading program. Use these experiences to highlight story-telling and film sessions, or simply to stir the imagination.

Creative dramatics does not require special facilities or even a stage. A meeting room, a large open room, or a room where chairs and tables can be rearranged serves well for creative dramatics. And if your space indoors is too limited, take to the great outdoors! A natural stage and the interplay of light and shadow provide a setting for a type of imaginative play not possible indoors.

Remember that improvisation is an important part of creative dramatics, perhaps the most important part. Although a dramatic activity may culminate in a "play," the creativity exhibited is much more important. Participants must be encouraged to do more than memorize lines from someone else's play!

Films and filmstrips, videotapes, songs, poems, and stories can all give rise to creative dramatics. Music can be used to introduce youngsters to creative movement and interpretive dance, and to control the pace of dramatizations. (Example: Children can pretend that they are given orders by the King of Chimera to clean the castle for the summer festival. Everyone works at fever pitch as they listen to "Flight of the Bumblebee.")

For preschool children, limit creative dramatics sessions to ten minutes or less, unless you alternate dramatic activity with games, songs, finger plays, or stories. After a change of pace, you can conduct another 10-minute session. Older children and teens will, of course, be able to sustain interest longer than preschoolers. With the help of volunteers, a large group of participants can be subdivided into smaller groups so that everyone can participate within the time allowed.

In using creative dramatics in your Summer Reading Club, keep in mind the following factors, and plan accordingly:

- anticipated number of participants (or number you can accommodate)
- age range of participants
- space available
- time available

SPACE WALK

Invite the children to "Come to Chimera!" but tell them they must go on a space walk to get there. Have a curtain through which they must walk to get outside the spaceship; or have two children make a door by holding hands, forming a big circle with their arms. As the children leave the spaceship, remind them that they are weightless in space, and watch them become "instant astronauts!"

THE ENVOY

Divide the group into "Chimerans" and Texans: the Chimerans try to convince the Texans to "Come to Chimera!" for a vacation, explaining what life is like on Chimera, and answering questions about their unusual appearance (suction-cup heads, tractor-tire feet, etc.). The citizens of Chimera credit their strange features and habits to Chimera's atmosphere, unusual occupations of the population, etc. Have the Chimerans and Texans swap roles, if there is time.

THE ROBOTS

Have some of the children pretend to be robots from the planet Chimera, who have been sent to the shop for routine maintenance. As their rusty joints are oiled and cleaned by the other children (mechanics), they begin to move freely about the shop.

MONSTER ROUNDUP

Have the children apply "monster makeup," creating a truly chimerical cast of characters. (For greasepaint recipes and instructions for creating eerie disguises, see numbers 56 and 57 in the subject bibliography of this handbook.)

PUPPETRY

Prepare a puppet show and perform it as part of a story hour. Or have the children make the puppets and put on a play for their parents and friends on a special family night at the library. You don't have to be professional puppeteer to put on a successful show: all you need is imagination, enthusiasm, and a little practice.

For preschoolers

Even preschoolers can make puppets! Inspire them with a story, film, filmstrip, or story record. Divide the group and assign character parts. Give each child a plastic or wooden spoon,

scraps of yarn for hair, scraps of fabric for costumes, and buttons, nuts, and seeds, to be glued on for features. Allow as much time as possible for this activity. When the children have completed their puppets (another day, if necessary), let them dramatize parts in the story with their puppets.

For Older Children

Let older children try making puppets with styrofoam or tennis balls for heads. They may wish to design the heads at the library, then take them home to make costumes from fabric or paper. After selecting a play or writing their own, they can perform the play for younger children at library story hours, at recreation centers, or in day-care centers.

MASKS

Be adventurous! Make several masks and use them to dramatize a story. As you tell the story, hold over your face a mask of the character who is speaking. Allow the children to examine the masks after the story session is over, and encourage them to experiment with making masks at home.

For Preschoolers

Young children enjoy drawing faces on grocery bags (you may be able to locate bags large enough to cover most of a preschooler's body). Have the children draw the faces and bodies of monsters or other story characters. Choose a story they can dramatize with these masks, or let them make up their own.

For Older Children

Older children and teens can make masks from character cut-outs on posterboard. The posterboard masks can be taped to dowel rods, rulers, or yardsticks, allowing one person to play the part of several different characters. This age group can also choose a story to dramatize or write an original play.

GAMES

Many games already familiar to children can easily be adapted to this year's theme. Any game is effective, as long as it allows youngsters to be active and interactive, socializing with their peers in a structured setting. Our adaptations of some familiar activities are provided in the next few pages, and additional sources of games and activities are included in the subject bibliography.

BAG THE BEASTS!

On heavy poster board or plywood, draw a large closeup of a Chimera, putting other beasts in the background. Cut a large opening for the Chimera's mouth, and assign point values to the mouth (100 points) and to the heads of the other beasts (25, 50, or 75 points, according to the number of creatures).

Place the game board at a height that is comfortable for the younger children, and a masking tape marker on the floor, several feet from the board. If a mixed age group is playing, place one floor marker for the younger children and another farther from the board for the older group.

Have the children take turns tossing small bean bags (no larger than 4" square) at the board, seeing who can get the bag through the Chimera's mouth. At the end of the game, congratulate all participants, and give each one a bookmark or card listing mythology books, records, or other materials on display for them to browse through or check out.

When not in use, the game board can be placed in the library near the mythology books. If a small box is mounted behind the Chimera's mouth, children can write their own original myths and place them through the opening. Select some of the myths for a children's newsletter, for a bulletin board, or for a summer program scrapbook.

An opaque or overhead projector can be used to enlarge these or other mythological beasts. If your library doesn't own one of these projectors, perhaps one of the schools in your community can make one available to you.

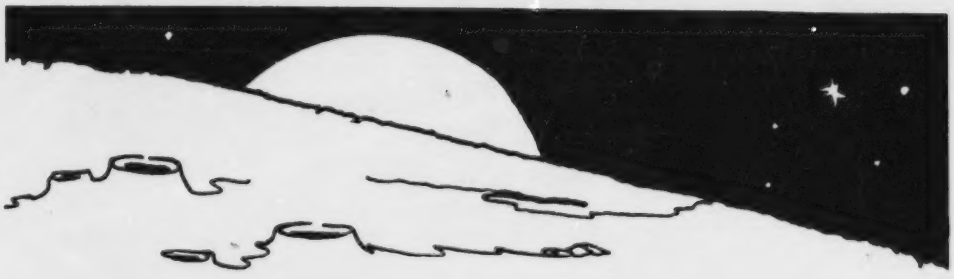
I PACK MY SPACESHIP

A challenge for children in the primary grades, this is a variation on the old game, "I Pack My Trunk." It is a memory game in which the list of items added to the spaceship grows with each astronaut's (player's) turn, as he attempts to recite the complete list in order. Astronauts who cannot remember all of the items are "grounded," and must sit out the rest of the game. The last person who can recite the items wins. The game might go something like this:

First Astronaut: *"I pack my spaceship, and in it I put my space suit."*

Second Astronaut: *"I pack my spaceship, and in it I put my space suit and my oxygen tanks."*

Third Astronaut: *Repeats all that second astronaut said and adds one item.*



CRATER HOPPING

This is an active game that can be played indoors or outdoors. It can be played by two or more persons, but the more, the merrier.

Using black construction paper, newsprint or wrapping paper, cut out eight "crater" (oval) shapes. Place the craters on the floor about 8 inches apart--the closer the shapes, the harder the game.

Beginning at one end of the "crater field," the players try to jump over the craters without touching them. Then they try to skip over them. Last, they try to hop over the craters. Anyone landing in one of the craters is out. The last one out wins.

GREENFEET

Another game that can be adapted for all ages is "Greenfeet," a search for the rarest of all beasts!

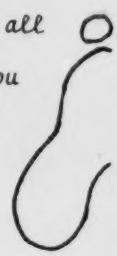
From green construction or wrapping paper, cut enormous "footprints." Make a trail of the prints, securing them to the floor with double-faced tape. Scatter bits of green fake fur and feathers along the trail, along with "crumbs" of monster food (real crumbs, tennis shoes, anything).

Lead the children in, and tell them that a strange creature has visited the library during the night. Ask for their help in solving the mystery of the green footprints, encouraging them to examine all clues carefully, then to describe the mystery visitor on the basis of their observations.

Make audio or videocassette recordings of the children's descriptions. Then, as participants complete the recording session, ask them to draw a picture of "Greenfeet." Use the pictures to decorate a bulletin board, and place the tape-recorded descriptions in a listening station near the bulletin board. Display mystery or monster books nearby.

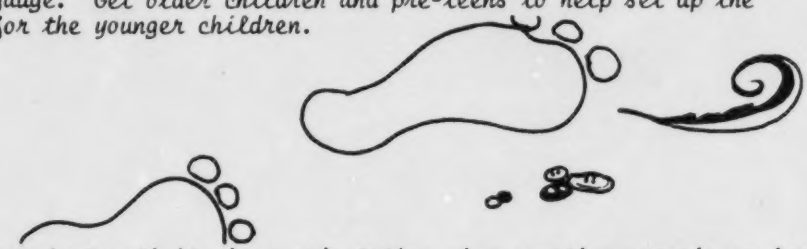
CREATIVE DRAMATICS WITH GREFNFEET

Ask the children questions such as: 1) What would have happened if all of us had been working in this room when Greenfeet came to visit? 2) Would Greenfeet have been frightened by people? 3) What would you do if Greenfeet followed you home? After each question, allow the children time to dramatize each answer.



GREENFEET FOR OLDER CHILDREN

Involve youngsters in the middle elementary grades in helping you calculate the height of Greenfeet, using the size of the footprints as a gauge. Get older children and pre-teens to help set up the room for the younger children.



The Greenfeet activity is an adaptation of a creative experience for second graders at the Oak Hill Elementary School in Austin. It was planned in the spring of 1977 by Muriel Briscoe, Kathleen Stegall, and Carol Orand.

BOOK TALKS

A book talk is a brief introduction to a book. With such a "teaser" talk, you can give capsule sketches of several books that fit the Chimera theme of this year's summer program. Use music to set the tone for the talk, and try telling a story as an introduction. Tailor the talk to the age level of your audience. Avoid telling so so much of the story that you audience will not want to read it. And above all, don't reveal the ending! Instead, focus your talk on one exciting or humorous incident.

So that your audience will remember the titles of works introduced in your book talks, consider preparing bookmarks or flyers with a list of titles used in the program. Also, try not to withhold the books from eager children any longer than you have to: for happy faces, allow the books to be checked out immediately after the talk. (If you are holding the activity away from the library, plan ahead with the circulation librarian so that you will not be caught off-guard when children request the books.)

MULTI-MEDIA MAGIC

Integrate print and quality non-print media in library programming to enhance your summer program. We are all aware that the more senses children involve in the learning process, the more effective that process; and making creative use of whatever media resources are available to you will benefit the youngsters in your library program.

Vary your activities. Mix recordings of songs, poems, and stories with live performances. Plan a book display that complements an especially exciting film. Use music as background for rhythmic finger painting. Provide rhythm instruments for the children to play during a dramatization or dance activity, to increase their involvement in the activity.

Listening Centers

A popular extension of the book talk is the use of recorded book talks. Why not set up a listening booth in the children's section of the library, as well as one in a browsing area for teenagers? (A record player with several sets of headphones can transform an ordinary library table into a listening center.) Use cassette recordings of book talks prepared by you, volunteers, or participants in the Summer Reading Club. Children are likely to be quite enthusiastic about recommending books.

Notebooks

For children who prefer writing their "book chats," you could keep a ring binder with guide tabs for the major types of literature, and allow your enthusiastic young patrons to "review" the books they've read. Let them include drawings, stories, and poems in addition to the written book chats. Keep the binder near the card catalog, in the browsing area, or in the magazine area, so that youngsters can

consult it regularly. While they're using the notebook to share riddles, jokes, illustrations, etc., you're being treated to a free scrapbook service!

Recordings and Films

Try to work out cooperative agreements with local radio stations, who sometimes are willing to make loans or donations from their collections of sound effect recordings, as well as duplicate (or castoff) copies of other recordings. Make appeals to principals and media specialists in the local schools and to library patrons for their unwanted recordings.

To insure that all of the children at the story hour can see illustrations for the story, consider using filmstrips and slide shows, whether silent or with sound. "Programs in a package" (with sound, that is) are exciting, but be aware that they do not afford you the flexibility of their silent counterparts. If time to savor the illustrations, to explain a word, or to answer a young viewer's urgent question is important to you, read or tell a story as you view the filmstrip/slides, and allow yourself the pleasure of interacting with the story and the children. Captioned filmstrip/slide sets can also be used to establish a listening or or viewing station.

Libraries do not always have easy access to the films and videotapes that are so popular with youngsters. However, for the librarian who wishes to provide children with these active viewing experiences, there are many sources of films and videotapes.

The bibliography in this handbook provides references to lists of media distributors who make films, videotapes, and other media available to educational institutions on free loan or through rental services. In addition to the Texas Library System film collections, some other sources of free films in Texas are also listed below. For catalogs, write:

- Texas Department of Health Resources Film Library
  410 East Fifth Street
  Austin, Texas 78701

- Texas Department of Parks and Wildlife
  4200 Smith School Road
  Austin, Texas 78744

- Texas Department of Highways & Public Transportation
  Motion Picture Library
  P. O. Box 5064
  Austin, Texas 78763

- Organizations and industries such as the Bell Telephone System

For additional information on planning successful film programs in your library, consult the sources recommended in the bibliography, or write to the Texas State Library, Library Development Division.

Slides and Transparencies

Children can have a great time making their own original slides and transparencies--and nothing could be more fanciful! Conduct a "workshop for the imagination," then have a show of the slides and transparencies created by the children. Although some introduction to the production of slides and transparencies will be helpful to you as you plan a media workshop, all that is really necessary is that you understand a few simple procedures, and practice before you try it with the children.

(A media workshop should be limited to children seven years of age and older.)

WORKSHOP FOR THE IMAGINATION

SLIDES AND TRANSPARENCIES

Supplies

- clear acetate film
- colored acetate film, various colors
- frosted acetate film (optional)
- 2" x 2" cardboard or plastic slide mounts
- felt tip pens, varying widths, permanent colors
- small brushes
- rubber cement (a bottle for each child, or in margarine tubs two or three children can share)
- coloring books with large line drawings
- several pairs of scissors
- #2 pencils
- typing paper

Equipment

- projector for 2" x 2" slides
- overhead projector
- tacking or regular iron
- work tables
- typewriter

Before the workshop: cut clear acetate film into squares to fit slide mounts; and cut colored acetate film into geometric shapes and file them in separate envelopes by color.

When the children arrive, provide everyone with rubber cement and five small squares of clear acetate film. Have each child select several color combinations from the colored acetate shapes, as well as one or more felt tip pens. Have the other materials available for those who will prepare transparencies.

Continued next page

Participants can design slides by:

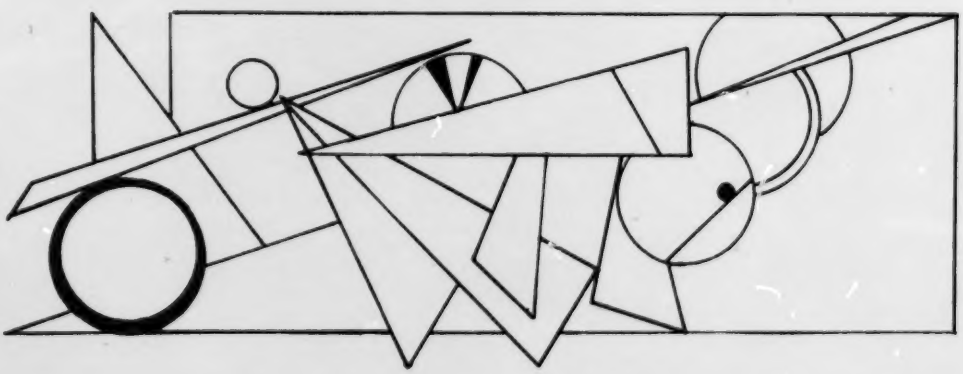
- drawing designs on clear acetate
- gluing geometric shapes on clear acetate
- combining the two methods above

Wait until glue on slides is dry, then place the slides in mounts (An adult should seal cardboard slide mounts with the iron for the younger children). Place the slides in a slide tray, turn off the lights, and have an original slide show!

Participants can design transparencies by:

- drawing designs with felt tip pens directly onto clear acetate film, or on typing paper, then tracing the designs onto the film
- tracing simple line drawings, then coloring in the drawings with felt-tip pens
- cutting designs from colored acetate film, then gluing it onto transparency film
- using #2 pencils to draw designs on frosted acetate, then coloring the design with felt-tip pens and gluing the frosted acetate onto transparency film.

At show time, use an overhead projector to enlarge the transparencies, or have children tape their transparencies on a window so that the light shines through. Give them plenty of time to appreciate their own work and their friends' work, too!



Be sure to label each child's slide or transparency. Also, children may want to type or hand-letter captions for transparencies on the frosted side of frosted acetate.

SPECIAL EVENTS

Almost any activity can be turned into a special event: arts and crafts; field trips; magic shows; and, of course, feature-length films. Plan a family night, and include in your plans something for people of all ages. Invite local artisans to demonstrate their crafts, such as pottery, weaving, macrame, quilting, puppetry, etc. Display books on all topics represented.

Above all, make your closing ceremony an event to remember! It need not be stiffly formal to be a "big event" in the lives of youngsters and their parents. Try holding an open house, showcasing the children's work, perhaps presenting a puppet show and/or film, and talking about the literature and other experiences shared during the summer. Be sure to invite the news media, and serve refreshments, if possible. Make the occasion a gala event: the increased visibility of the library may make your program next year even more successful!

SUBJECT BIBLIOGRAPHY

Many of the sources listed here are multi-purpose works, providing valuable assistance in planning programs for children. Most of them are not limited in use to any one of the categories employed in this bibliography, so we have numbered the entries and supplied "See also" references at the end of each section.

A criterion for inclusion of sources listed here is their availability to most libraries. To facilitate the location of sources that may not be in your own library, we have tried to include standard selection and planning tools found in most libraries.

CHILDREN'S LITERATURE: SELECTION AND UTILIZATION

1. Adventuring With Books: 2,400 Titles for Pre-K-- Grade 8. Prepared by Shelton L. Roote, Jr. and a committee of the National Council of Teachers of English. 2d ed. New York: Citation Press, 1973.

   A selection guide for children's books, with annotated listings arranged by subject.

2. Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales. New York: Knopf, 1976.

   A noted child psychologist defends use of fairy tales with children. An important work for understanding effects of literature on children.

3. Children's Catalog. Bronx, N.Y.: Wilson, 1976. Annual supplement.

   A basic selection tool, which lists and annotates recommended children's books from preschool through sixth grade.

4. The Elementary School Library Collection: Phases 1-2-3. Edited by Phyllis Van Orden. 10th ed. New Brunswick, N.J.: Bro-Dart Foundation, 1976.

5. The Horn Book Magazine. Boston, Ma.: Horn Book. Bi-monthly.

   Reviews books and audiovisual materials for children and young adults.

6. Huck, Charlotte S. Children's Literature in the Elementary School. 3d ed. New York: Holt, 1976.

   A well-known text on selection and utilization of children's literature, with bibliographies of recommended books at the ends of chapters.

7. Junior High School Library Catalog. Edited by Estelle A. Fidell and Gary L. Bogart. 3d ed. Bronx, N.Y.: Wilson, 1975.

   A basic book selection aid with annotated entries for the junior high school library.

8. Sutherland, Zena, and Arbuthnot, May Hill. Children and Books, 5th ed. Glenview, Il: Scott, Foresman, 1977.

   A standard textbook in the field of children's literature, this work emphasizes the understanding of children and their needs, selection of quality children's literature, and offers suggestions for developing a dynamic literature program in the elementary school. Extensive bibliographies of books recommended for children at ends of the chapters. Appendices include a bibliography of selection tools and of adult references, as well as books recommended for background reading.

9. Your Reading: A Book List for Junior High Schools. Edited by Charles B. Willard, National Council of Teachers of English. 5th ed. New York: Walker, 1975.

   Annotated guide to over 1,300 books recommended for the junior high school reader.

See also nos. 13-15, 23, 31-40, and 53.

PLANNING AND PUBLICIZING LIBRARY PROGRAMS

10. American Library Association. Young Adults Services Division. Look, Listen, Explain: Developing Community Library Services for Young Adults. Chicago: American Library Association, 1975.

    Describes ways to involve young people in library services and activities, and ways to join forces with other community agencies to serve young people.

11. American Library Association. Young Adult Services Division. Services Statement Development Committee. Directions for Library Service to Young Adults. Chicago: American Library Association, 1978.

    Provides assistance to libraries developing young adult services by dealing with the tailoring of programming and other services to fit the young adult audience.

12. Baeckler, Virginia, and Larson, Linda. GO, PEP, AND POP! 250 Tested Ideas for Lively Libraries. New York: The U*N*A*B*A*S*H*E*D Librarian, 1976.

    A treasury of ideas for publicizing library programs.

13. Carlson, Ruth Kearney. Enrichment Ideas. 2d ed. (Literature for Children) Dubuque, Ia: William C. Brown Co., 1973.

    Suggests numerous ways in which children can interact creatively with literature Includes art projects, creative drama and movement, creative stichery, puppetry, and many other activities.

14. Coody, Betty. Using Literature with Young Children. Dubuque, Ia: William C. Brown Co., 1973

    This work is directed primarily toward teachers and parents of children one to eight years of age, but public librarians can also profit from the extensive literature program it describes. Explicit directions are given for activities such as creative dramatics, puppetry, creative writing, cooking, art projects, as well as storytelling and reading aloud. A bibliography of suggested children's books follows each activity section.

15. Cullinan, Bernice E., and Carmichael, Carolyn W., eds. Literature and Young Children. National Council of Teachers of English. Committee on Literary Experiences for Preschool Children. Urbana, Il: National Council of Teachers of English, 1977.

    Children's literature specialists show how different ways of presenting literature can nourish the imagination and increase reading ability and language development of preschoolers. Strategies for presenting stories through pantomime, puppetry, and dramatics are described, as are those for presenting poetry.

16. Eddison, Elizabeth Bole, and Warner, Alice Sizer. Volunteers in Libraries. (Library Journal's Special Report #2) New York: Bowker, 1977.

    Why and how to use volunteers to help you expand the services of your library. There are more than 50 specific project and program suggestions for using volunteers.

17. Edsall, Marian S. The Harried Librarian's Guide to Public Relations Resources. Madison, Wi: Coordinated Library Information Programs, 1976.

    A guide to sources of information on all phases of publicity and public relations for a library.

18. Robotham, John S., and LaFleur, Lydia. Library Programs: How to Select, Plan, and Produce Them. Metuchen, N.J.: The Scarecrow Press, Inc., 1976.

    A handbook for the selection, planning, and production of library programs, including discussion groups, audiovisual programs, workshops, instructional programs, the performing arts, and a special section on children's programs.

19. Weinberg, Isolde Chapin. Recruiting Volunteers: Views, Techniques, and Comments. National Center for Voluntary Action, 1974.

    Helpful suggestions on recruiting techniques.

20. Zavatsky, Bill, and Padgett, Ron, eds. The Whole Word Catalogue 2; A Unique Collection of Ideas and Materials to Stimulate Creativity in the Classroom. New York: Teachers & Writers Collaborative, 1977.

    Although the editors indicate that the experiences detailed herein are for classroom use, public librarians can use this work to help in planning programs for older children. Included are dramatic improvisations, movement, fantasies, and group games; songwriting and musicmaking; and suggestions for teaching children how to use videotaping equipment to create their own programs.

PLANNING AUDIOVISUAL PROGRAMS

21. Gaffney, Maureen, ed. More Films Kids Like. Chicago: American Library Association, 1977.

    Reviews of short films that have been used successfully in programs for children. A sequel to Susan Rice's Films Kids Like.

22. Gingrich, Donald. Relating the Arts. (Classroom Music Enrichment Units.) New York: The Center for Applied Research in Education, 1974.

    Techniques for incorporating music with children's experiences in the arts.

23. Greene, Ellin, and Schoenfeld, Madalynne. A Multimedia Approach to Children's Literature; A Selective List of Films, Filmstrips, and Recordings Based on Children's Books. 2d ed. Chicago: American Library Association, 1977.

    A basic selection tool containing annotated listings of more than 500 children's books, each followed by separately annotated listings of 16mm films, filmstrips, and recordings (disc and tape) based on books.

24. Johnson, Scottie McIntyre, Schexnaydre, Linda and Woods, Mary S. Planning Audiovisual Services in Public Libraries. Austin, Tx.: Texas State Library, Department of Library Development, 1975.

    A basic training manual for the planning of media services in public libraries and for the selection and utilization of audiovisual materials and equipment. The subject bibliography includes bibliographies and review sources to help in the selection and evaluation of specific equipment and media titles, manuals on equipment operation, manuals devoted to the administration of media services, and case studies describing model projects.

25. Kemp, Jerrold E. Planning and Producing Audiovisual Materials. 3d ed. New York: Thomas Y. Crowell, 1975.

    An introductory text on the production and use of audiovisual materials and equipment. The appendices include an extensive yet selective subject bibliography, a list of sources of equipment and materials, including guides to free media, and a list of audiovisual services.

26. Limbacher, James L., ed. Using Films: A Handbook for the Program Planner. New York: Educational Film Library Association, 1976.

    A handbook for planning film programs, this manual also includes information on major film organizations, free loan and rental sources of films, and other sources of film information.

27. Marsh, Mary Val. Explore and Discover Music; Creative Approaches to Music Education in Elementary, Middle, and Junior High Schools. New York: Macmillan, 1970.

    Creative librarians can use this work to plan the use of music programs in the library, and the use of music as a springboard or as background for other creative experiences in the libary.

28. Morrow, James, and Suid, Murray. Media & Kids: Real-World Learning in the Schools. Rochelle Park, N.J.: Hayden Book Company, 1977.

    A handbook for adults working with children in the design and production of original media. Includes all forms of media, from the dramatic arts through photography and videotaping.

29. Previews; Non-Print Software and Hardware News and Reviews. New York: Bowker, monthly, September through May.

    A monthly periodical devoted to the selection and utilization of non-print media and equipment.

30. Rufsvold, Margaret I. Guides to Educational Media. 4th ed. Chicago: American Library Association, 1977.

    This guide is a comprehensive annotated listing of published catalogs, currently available, which are devoted to nonprint educational media.

See also nos. 4, 5, 13, 18, 20, 31, 36, 37, and 42.

STORYTELLING AND BOOKTALKING

31. Bauer, Caroline Feller. Handbook for Storytellers. Chicago: American Library Association, 1977.

    This handbook for beginners and professional storytellers shows the reader how to use effectively a variety of media, including film, music, crafts, puppetry, and magic stories alive for audiences. All aspects of planning story programs for all ages are included.

32. Gillespie, John. More Juniorplots; A Guide for Teachers and Librarians. New York: Bowker, 1977.

    The sequel to Juniorplots, this work provides plot summaries, thematic analyses, discussion materials, and lists of related titles on 72 books for young people ages 11-16.

33. Gillespie, John, and Lembo, Diane. Introducing Books; A Guide for the Middle Grades. New York: Bowker, 1970.

    A helpful guide for librarians planning book talks for the middle grades.

34. Juniorplots; A Book Talk Manual for Teachers and Librarians. New York: Bowker, 1967.

    The techniques of planning and delivering successful book talks are given here. Helpful discussions of 80 specific books that relate to various themes of interest to young people ages 9-16.

35. Moore, Vardine. Pre-School Story Hour. 2d ed. Metuchen, N.J.: The Scarecrow Press, 1972.

    Discussion of the characteristics and needs of the preschool child and the techniques and facilities necessary for planning story programs for his age group. There is a chapter on games and rhythmic play.

36. Pellowski, Anne. World of Storytelling. New York: Xerox/Bowker, 1978.

Describes developments around the world in the art of storytelling. Contains a bibliography of books, periodicals, recordings, films, and videotapes which would serve as a resource for planning programs.

37. Pittsburgh. Carnegie Library. Stories to Tell to Children. 8th ed., rev. Edited by Laura E. Cathon et al. Pittsburgh, Pa.: University of Pittsburgh, 1974.

A classified list of stories for preschool through young adult audiences that gives sources of films and records for use in story programs.

38. Shedlock, Marie. Art of the Story-Teller. 3d ed. New York: Dover, 1951.

A standard work on storytelling, this work has helpful bibliographies for the librarian planning programs.

39. Tooze, Ruth. Storytelling. New York: Prentice, 1959.

Extensive bibliographies add to the value of this basic guide to storytelling.

40. Ziskind, Sylvia. Telling Stories to Children. New York: Wilson, 1976.

Introduces practical means by which the reader can develop skill in the art of storytelling and creative drama. Extensive bibliography of suitable stories for chilren as well as sources for further study.

See also nos. 6, 8, 13, 14, 15, and 18.

CREATIVE DRAMATICS AND GAMES

41. Diagram Group. The Way to Play: The Illustrated Encyclopedia of the Games of the World. New York: Paddington Press, 1975.

More than 2,000 games for indoors and outdoors, with over 5,000 illustrations. A fine resource for library programs that feature games.

42. Goodridge, Janet. Creative Drama and Improvised Movement for Children. Boston, Ma.: Plays, 1971.

Practical suggestions for integrating creative drama with other school subjects, such as music, English, physical education, and art.

43. Heinig, Ruth Beall, and Stillwell, Lyda. Creative Dramatics for the Classroom Teacher. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

This is a "how-to" book emphasizing the activities themselves rather than theory or philosophy. It offers a step-by-step approach to creatives dramatics activities for persons who are inexperienced in creative dramatics techniques.

44. Hyman, Ronald T. Paper, Pencils, and Pennies; Games for Learning and Having Fun. (A Spectrum Book) Englewood Cliffs, N.J.: Prentice-Hall, 1977.

A wide variety of simulation and educational games for children of all ages. The games can easily be incorporated into library programming without any special equipment--just paper, pencils, and pennies.

45. Jay, M. Ellen. Involvement Bulletin Boards and Other Motivational Reading Activities. Syracuse, N.Y.: Gaylord, 1976.

This handbook on the planning, production and utilization of involvement bulletin boards in the media center describes learning centers previously tested in classroom learning situations.

46. Maidment, Robert, and Bronstein, Russell H. Simulation Games; Design and Implementation. Columbus, Oh.: Merrill, 1973.

Discusses design and use of simulation games, and includes "A Select List of Commercial Simulation Games," pp. 89-95, as well as a good bibliography.

47. Nobleman, Robe[illegible]. 50 Projects for Creative Dramatics. (Dramatics in [illegible]arning) Rowayton, C[illegible]: New Plays for Children, 1971.

Simple project "recipes" for creative dramatics that can be used in library programs.

48. Nobleman, Roberta. Using Creative Dramatics Outside the Classroom. (Dramatics in Learning) Rowayton, Ct.: New Plays for Children, 1974.

Ideas for creative dramatics in all sorts of environments and for all ages.

49. Pereira, Nancy. Creative Dramatics in the Library. 2d ed., rev. (New Plays Books) Rowayton, Ct.: New Plays, 1976.

A handbook on the development of creative dramatics programs in the library.

50. Plays, the Drama Magazine for Young People. Boston, Ma.: Plays, monthly.

    Published October through May, each issue includes royalty-free plays for all grades, elementary through senior high school.

See also nos. 6, 8, 13-15, 18, 20, 27, 31, 35, 40, 52, and 54-57.

ARTS AND CRAFTS

51. Boy Scouts of America. Crafts for Cub Scouts. (Pow Wow Series) North Brunswick, N.J.: Boy Scouts of America, 1963.

    Easy step-by-step directions for making a variety of crafts, many of which can be used in playing games.

52. Skits and Puppets. (Pow Wow Series) North Brunswick, N.J.: Boy Scouts of America, 1963.

    An introduction to the creation of simple puppets, with instructions for script-writing for puppet shows, making puppet theaters, and puppet show production. This work also includes other dramatic arts, such as pantomime, creative dramatics, and numerous short skits.

53. Boylan, Eleanor. Puppet Plays for Special Days. (New Plays Books) Rowayton, Ct.: New Plays, 1976.

    Simple puppet plays adapted from folk tales and the Bible.

54. Children's Crafts, 2d ed. By the editors of Sunset Books and Sunset Magazine. Menlo Park Ca.: Lane, 1976.

    Instructions for easy-to-make puppets for ages 5-12, crafts that can be used in playing games, and hundreds of other ideas.

55. Children's Playcraft; Easy-to-Make Crafts/Activities/Hobbies/Fun. Bergenfield, N.J.: Parents' Magazine Enterprises, monthly except June and August.

    A magazine for children, each issue packed with ideas for activities, including crafts that can be used in playing games, and puppetry.

56. Cox, Marcia Lynn. Make-Up Monsters. New York: Grosset & Dunlap, 1976.

    Simple directions for helping young people change into monsters through the use of simple household ingredients.

57. "Halloween Greasepaint!" Woman's Day, October 18, 1977, pp. 120-121, and 236-238.

    Easy-to-follow directions for making greasepaint and applying it to create original "masks."

58. Linderman, Earl W., and Linderman, Marlene M. Crafts for the Classroom. New York: Macmillan, 1977.

    A handbook intended for classroom teachers, this is a practical guide for any adult who works with children and young people in the creation of arts and crafts items. Includes everything from macrame and weaving to pottery and modeling.

59. McCaslin, Nellie. Puppet Fun: Production, Performance and Plays. New York: McKay, 1977.

    Describes the construction of puppets and small puppet stages. Also includes several puppet plays with staging instructions.

See also nos. 6, 8, 13-15, 18, 18, and 31.